



Secondary Cycle One

## SUMMARY SHEETS FOR THE SIX ITEMS OF ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC) FOR SECONDARY CYCLE ONE

### **This information tool:**

- aims at simplifying the ACGC
- provides a brief outline of each ACGC item
- answers some of the *what*, *why* and *how* questions and summarizes what students are expected to learn
- is intended for all ACGC stakeholders
- does not replace the support required to appropriate the ACGC
- may be used in conjunction with different tools

### **Note:**

- The *Implementation Guide* continues to be the main ACGC reference tool.
- Each ACGC item consists of a theme and expected student learning outcome (observable indicator), which includes a learning strategy.

### **For more information:**



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 31-87). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.



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### In sum, students learn:

- that what does or does not interest them influences their academic and career planning
- that by determining what does not interest them, they learn more about themselves
- that they can use the concept of fields of interest to better understand themselves

**ACGC**

### FIELDS OF INTEREST:

**Develop a portrait of what does or does not interest him/her inside or outside school**

**What?**

Students will:

- make a list of what interests them and what does not, both inside and outside school
- develop their portrait, that is, to make connections between what they already knew and what they learn from making this list

**Why?**

To develop basic concepts in guidance

To identify their fields of interest and what does not interest them in order to create a portrait

To realize that what they like and dislike are part of who they are

**How?**

Examples of intervention strategies:

- Have students identify activities that do or do not interest them inside and outside school.
- Ask students to rate their level of interest for the task at hand.
- Ask students to find similarities between the activities that interest them, to do the same with activities that do not interest them, and then to draw conclusions.
- Ask students to develop a portrait of themselves, using examples that explain what does or does not interest them.

### For more information:



MEES. 2018. *Implementation Guide for Secondary Cycle One Compulsory Academic and Career Guidance Content (ACGC)*. (Pages 46-51). The guide is available on VIBE: <https://cosp.education.gouv.qc.ca/>, "Secondary Cycle One" tab / "Reference Tools" section.